DOCUMENT RESUME

ED 417 587 FL 025 089

AUTHOR	Vavricka, D. Karen
TITLE	Tom Green County Library's Literacy Grant, October, 1992-September, 1993, Final Performance Report.
INSTITUTION	Tom Snyder Productions, Inc., Cambridge, MA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-00-00
NOTE	92p.; For related document, see ED 353 851.
CONTRACT	R167A20431
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Family Literacy; Library Services; *Literacy Education; Program Effectiveness; Program Evaluation; *Public Libraries; Regional Cooperation; *Tutorial Programs; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; *Tom Green County Library System TX; Tutor Training; Volunteer Recruitment

ABSTRACT

This report describes and evaluates an adult and family literacy education program at the Tom Green County Library (Texas). The project's objectives were to: provide a full-time library staff member to establish, coordinate, and promote an information, referral, and follow-up support system for literacy students; offer two in-service sessions in student counseling techniques for 20 tutors already in the literacy program; establish a student support group; recruit five volunteer student supporters; develop a year-round volunteer retention and recruitment campaign; recruit and train 50 tutors; recruit ten students who are parents of young children into the family literacy program; provide free child care to enable four students to attend 40 tutoring sessions; provide 50 student-tutor pairs with free instructional materials purchase 200 low reading level items to begin an extension collection of circulating books at the adult basic education (ABE) center; and promote regular library use among literacy and ABE students. The report summarizes the extent to which each objective was achieved, describes related activities and project highlights, and presents financial information on the project. Substantial related materials are appended. (MSE)

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ED 417 587

Tom Green County Library's Literacy Grant
October, 1992 - September 1993
Final Performance Report

Tom Green County Library
113 West Beauregard
San Angelo, Texas 76903

Prepared by D. Karen Vavricka
(915) 655-7321

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Grant Number R167A20431
Grant Amount Awarded $29,500.00
Actual Amount Expended $29,457.42

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
✓ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

✓ Recruitment
✓ Retention
___ Space Renovation
___ Coalition Building
✓ Public Awareness
✓ Training
___ Rural Oriented
✓ Basic Literacy
✓ Other (describe) Social service assistance
✓ Collection Development
✓ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
✓ Intergenerational/Family
✓ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
✓ Hearing Impaired
✓ Visually Impaired
✓ Learning Disabled
✓ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
✓ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
✓ Intergenerational/Families
✓ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

✓ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ✓ small group instruction
✓ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The Adult LIteracy Council's tutors use the Laubach "Checkups" to determine if a student has satisfactorily completed a skill level. Fifty-one of ACL's students progressed at least one skill level during the project year: Skill Level 1,30 students; Skill Level 2, 6 students; Skill Level 3, 10 students; Skill Level 4, 5 students. Other students either began the program at the end of the year, dropped out before finishing a skill level, or have learning disabilities which make progress slow. Students at the Adult Computerized Education center have their progress monitored by Jostens Learning software, Invest in the Future. Although figures are not available for ACE students who participated in this project, the average gain is one grade level a month, with most students beginning at grade level 3 and staying in the program for 3 months.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ✓ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
✓ newsletter(s) (Appendix D)
✓ other (describe)
"Each One Teach One" pamphlet for students (Appendix B)
"Clues to a Client's Literacy Card (following page 4 of the narrative)

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 438
Of those served, how many received direct tutoring service? 438
How many hours of direct tutoring service did they receive? 17,712
How many new volunteer tutors were trained? 117
How many current volunteer tutors received additional training? 41
How many volunteer tutors (total) were involved? 137
How many non-tutor volunteers were recruited? 125
How many service hours were provided by non-tutors? 514
How many librarians were oriented to literacy methods, materials, and students? 10 (including librarians in towns in surrounding area
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

FINAL PERFORMANCE REPORT
TOM GREEN COUNTY LIBRARY'S LITERACY GRANT
OCTOBER, 1992 - SEPTEMBER 1993

The Tom Green County Library and the Tom Green County Adult Literacy Council (ALC) recognized from past experience that literacy students need a variety of support services if they are to be successful in achieving their academic, vocational, and personal goals. This grant request responded to that need, proposing to set up a student support system. Free workbooks, free child care during tutoring sessions, family literacy and library use are also part of that support. Students at the Adult Computerized Education Center (ACE) were offered assistance as well, although not included as part of the original grant (since ACE did not exist at the time). Located next to the ALC, ACE was established by the Adult Literacy Partnership of the Concho Valley. Partners include the county library, the ALC, the Concho Valley Council of Governments, the Concho Valley Retired Senior Volunteer Program (RSVP), the Adult Basic Education program of the San Angelo Independent School District (ABE), and the Community Supervision and Corrections Department of the local judicial district. Cooperation with ABE in the areas of family literacy and library use continues the grant's theme of student support. In making such support available, our goal is to enable as many adults as possible to stay in basic education programs until they learn to read and to enjoy reading.

Following is a description of the objectives of the grant and an evaluation of whether those objectives were met.

OBJECTIVE #1: To provide a full-time library staff member to establish, coordinate and promote an information, referral, and follow-up

support system for literacy students. (hire by mid-October; system in place by January) RESULT-----ACHIEVED: A literacy student advisor was hired in mid-October and had a student support system in place by the end of February.

Angelica Hernandez began work as literacy student advisor on October 16, 1992. Her experience in working with the San Angelo Health Department, her fluency in Spanish, and her computer skills enabled her to be effective in this position. Unfortunately, she left the program the following February, due to marriage and relocation. Regina Ryan was the next advisor, working from March through September, 1993. She had been a case worker for Child Protective Services and knew how to use community and government resources to meet clients' needs. She was also very empathetic with the literacy students since she herself was learning disabled, not learning to read until she was 13 years old. In this grant evaluation the activities of both women are combined. Without the assistance of a staff member devoted to literacy, this grant project would not have been possible.

Once hired, the literacy student advisor met with the project director (the library's associate director) to go over her job description, the grant's objectives and plan of operations, and a list of job expectations. (see Appendix A for job description and list of job expectations) During the rest of the project year, the advisor met daily with the project director and was evaluated bi-monthly, using a checklist of the grant's objectives.

Following her orientation, the advisor began gathering information on the social service, employment, health and other types of agencies in our community. These listings continued to grow as requests for help came in. Brochures from agencies as well as notes concerning services, who to contact, etc., were kept in a special folder. Most of this information was in

place by the beginning of February and was included in a handout for tutors to give to their students (see copy of "Each One Teach One" pamphlet in Appendix B)

In October (and again in April), she sent out letters to both students and tutors, introducing herself and the new program. (see copy of letters in Appendix C) Students who had graduated as well as those who had dropped out were included in the mailing. The letters were followed by personal contacts, either by telephone or in person. The coordinator designed an information and referral form to be filled out on each student, giving information on contacts made and help given, if any (see example on the following page). These forms were then filed alphabetically in a notebook. She was advised when new students were enrolled in the program so that she could contact them as well.

The literacy student advisor served as liaison between the student and the agency, speaking with the student to ascertain his or her need and then locating the appropriate agency, explaining the student's need and setting up an appointment. The advisor usually went with the student to the agency. The advisor also assisted other agencies in locating help for their clients. She worked with various agencies in finding a new optometrist, a dentist and a source of free hearing aids.

The advisor assisted a total of 68 students with social service needs. The students needed help getting eyeglasses, hearing aids and dental work. They needed help and encouragement in filling out forms for AFDC, Medicaid, and food stamps, and in writing letters and filling out job applications. They needed food, clothing, shelter, and help in dealing with creditors. Several had problems with their children or the school system. One graduate of the literacy program wanted to sign up for college but was

ADULT LITERACY COUNCIL
LITERACY STUDENT ADVISOR

Date: _____

Name of Student: _____

_____

_____

Phone: _____

Referred by: _____

_____

Is student working with another agency?

_____

_____

Need: _____

_____

_____

_____

Person referred to:

_____

_____

_____

Comments: _____

_____

_____

Follow-up: _____

_____

nervous about doing so; several ex-students needed encouragement to drop back in. One student needed a job but spoke only Spanish, and the advisor located a sympathetic employer for him. In fact, the variety of requests was remarkable.

Here are some of the groups that were contacted by the advisor as she was assisting: San Angelo Health Department (including the WIC, or Women, Infants, and Children, program), Mental Health and Mental Retardation Services for the Concho Valley, San Angelo Lion's Club, Samaritan Pastoral Counseling Center, Texas Employment Commission, San Angelo Recreation Center, West Texas Lighthouse for the Blind, Concho Valley Council of Governments, Family Shelter, Family Outreach of Concho Valley, Texas Department of Human Services, Trinity Baptist Church, Salvation Army, Christians in Action, San Angelo Social Services Department, Lone Star Gas Company, First Call for Help, West Texas Legal Services, Mediation Council, Mejor Que Nada Restaurant, San Angelo Day Nursery, Howard Junior College, Dislocated Workers Program, Area Agency on Aging, San Angelo Transit Department, and the West Texas Rehabilitation Center. She explained about the adult literacy program and what she was doing and left business cards with those she contacted, as well as the card, "Clues to a Client's Literacy." (see following page for sample) Funds from the line item, "Other: Printing" paid for the printing costs. She also made presentations to several of these groups.

The literacy advisor, having become certified as a Laubach tutor, also worked at the Adult Literacy Council office and at the ACE Center, assisting with answering the telephone, interviewing prospective students and tutors, making appropriate referrals to other agencies, contacting possible volunteers

Eleven Clues to a Client's Literacy

1. Do your clients ask you to fill out their forms or do it themselves and make many mistakes?
2. Do clients take forms home to complete?
3. Do clients bring a friend to help with forms?
4. Do your clients always ask you to explain what they've just "read"?
5. Do clients fail to respond to mailed notices, bills, etc.?
6. Do clients ask you to call rather than mail information to them?
7. Do clients consistently forget appointments?
8. Do clients turn down opportunities that require reading and/or writing?
9. Do your clients make excuses for not reading brochures or written explanations of your services—for example: "I forgot my glasses," "I have a headache," "I don't have time."
10. Are your clients' children in special reading or learning-disabled classes?
11. Do client's eyes move from left to right when "reading"?

From: American Library Association Resource Center

for fundraisers, and working with the computer. She left a stack of her business cards and "Clues to a Client's Literacy" at each of the facilities.

To promote the literacy program, she designed and distributed fliers to the following businesses and agencies: both Wal-Mart stores, K-Mart, Target, KLST-TV, KSJT Spanish radio station, and several Sunset Mall stores, churches, laundromats, and convenience stores throughout the city. She spoke at each tutor training workshop, explaining her job as well as promoting the library and the family literacy program. She also recruited students in the barrio, adding several to our English as a Second Language classes. She revised an "Each One Teach One" pamphlet, based on one developed by the Junior League of Memphis, Inc., and distributed these to all the literacy students through their tutors. (see sample in Appendix B) The annual Spring Fling gave her an opportunity to promote literacy and library services to the senior citizens of San Angelo, for whom the event was held.

The literacy advisor attended informal monthly meetings of the Resource Task Force of Social Service Agencies, which gave her a chance to promote the literacy program and to network with other organizations. She also attended the monthly meetings of the literacy council's board and the library's department head meetings, to keep both groups informed of her activities. She contributed to "Literacy Power Line," the ALC newsletter for students and volunteers, inviting tutors and students to contact her if students had social service needs. (Copies of newsletters are included in Appendix D)

The literacy advisor assisted with the library's automation project by cataloging, barcoding and processing all the literacy materials. She also shelved the materials and partially processed the literacy materials sent to ABE (see Objective #11, below). She worked closely with children's services

coordinator Sally Meyers in planning a "Read In" on the courthouse lawn (across the street from the library) during National Library Week in April. Approximately 500 children, many from day care centers and after-school programs, marched around the courthouse, carrying signs and chanting, "Read to me!"

She assisted with an inventory of student workbooks and teacher manuals both at the literacy council and at the library, and kept needed materials in stock.

She helped to coordinate 6 Reading Is Fundamental (RIF) book distributions at 2 Head Start sites. Books for the distributions were selected by a committee made up of a Head Start parent, 2 Head Start teachers, and a librarian. The Kiwanis of West Angelo underwrote the cost of the books. Before each distribution, Ms Meyers told stories and played games with the children, always emphasizing the fun of books and reading. Each child then selected one free book. The literacy advisor also assisted with the library's summer reading program, promoting it among the literacy students with young children and designing some of the artwork for it at the main library.

PS Read has been an annual city-wide Saturday event for elementary school children and their parents, with a program and activities focusing on reading and books. It had been presented by the ALC and the Junior League of San Angelo but this year, when the league elected not to sponsor it, the ALC decided to focus on a PS Read event at individual schools or child care facilities, planned by the parent groups. The literacy advisor helped plan PS Read Day for San Angelo Day Nursery, and spoke to the parents about library and literacy services. The event, held on July 15 from 6 to 8pm at the Day Nursery, was not entirely successful, with only 10 parents attending out of 50 that signed up. But ALC has decided it's important to continue its efforts

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and is talking to several elementary schools about PS Read Days this coming spring.

The literacy advisor also attended a local all-day workshop sponsored by the Concho Valley Council of Governments and the Texas Department of Human Services. The topic was future jobs and the training required for these jobs, with the bottom line being, in every case, the necessity of literacy.

OBJECTIVE #2: To offer 2 in-service sessions in student counseling techniques for a total of 20 tutors already in the literacy program. (one session by the end of January; another by the end of May) RESULT----- ACHIEVED: A total of 3 in-service sessions were held, with 41 literacy council volunteer tutors attending.

Early in the project it was determined that in-service sessions just on counseling techniques would probably not be well attended. But each of the workshops that **were** held did include a segment on counseling adult students.

The first one, held in January, concerned working effectively with students who are slow learners, and was attended by 20 tutors. An employee of Mental Health and Mental Retardation Services of the Concho Valley presented the program. Another workshop was held in February. Eleven tutors came to hear about learning disabled adults and how to teach them. This one was presented by the literacy student advisor and the literacy council's volunteer student assessor. In June, the ALC was selected as one of the few sites in the state to host a special tutor training workshop, "Dealing with Lives on the Edge---Characteristics of Adult Learners." It was sponsored by Volunteers in Training for Adult Literacy, Southwest Texas State University. It dealt directly with the impact of outside influences on

the student's literacy instruction. (see Appendix E for more complete description of the module) Ten tutors attended the 4-hour session.

OBJECTIVE #3: To establish a student support group. RESULT----- NOT ACHIEVED: Although attempts were made throughout the year, no such group was ever established.

The student advisor discovered that literacy student Dottie Russell was very interested in starting a support group for students like herself, who wished to have a say in the operation of the council. They planned a meeting for January 30 at 2pm at Ms Russell's home because she felt that it would be a more inviting atmosphere. General guidelines were written and a brief program was planned. A flier was mailed to each student and tutor, but there was no response whatsoever. Since the weather was cold at that time, they rescheduled the meeting for February 6 at 2pm, but again with no response. (see Appendix F for copies of fliers)

Students were too busy to attend yet another meeting besides already meeting for literacy classes. The volunteer coordinator for the literacy council (who was not on staff when the original grant was written) stated that nearly all of the tutors, and students as well, are very independent and don't appear to mind asking for help or making suggestions.

Other types of get-togethers were attempted during the year, some successful, some not. The student advisor helped with the literacy council's annual Christmas party. She requested and received door prizes from various merchants and she designed an invitational flier to be mailed to all of the ALC and ACE students and volunteers. More than 75 people crowded into the literacy office for this event.

In February an informal conversational English practice group was started to help ESL students who wished to improve their spoken English.

They met twice a week, using "Speaking American English" as a text for the first part of the session, with the second part being free conversation. Five students met regularly for about eight weeks, but attendance had dwindled to one person by the end of twelve weeks and the program was stopped.

The literacy student advisor helped plan the first city-wide graduation ceremony for over 200 adult education graduates from these programs: the Adult Literacy Council, Adult Basic Education program of the local school district, the Adult Computerized Education Center, Community Supervision and Corrections Department, Levi-Strauss' workplace literacy program, and the Private Industry Council's Jobs Training and Partnership Act program. The participants were so appreciative that it will be an annual event.

In September, a "Meet My Family Night" get-together for tutors and students was held but only 2 students and 2 tutors came. This November, ALC presented a student enrichment program, held one evening right after ESL classes and ACE Center classes were scheduled to be over. Twenty students heard a program on AIDS.

OBJECTIVE #4: To recruit 5 volunteer student supporters. RESULT---NOT ACHIEVED: No student supporters were recruited.

Nearly 100 per cent of the volunteers at the literacy council wanted to tutor. The student advisor worked with the Concho Valley Retired Senior Volunteer Program (RSVP) to recruit volunteers but none of their participants indicated an interest in doing this. (see copy of "Memorandum of Understanding" in Appendix G) As the program developed, it was found that there was little need for help in addition to the literacy advisor and the council staff. A monthly contact with each student was considered to be too intrusive, especially since the students seemed to call the advisor or the council staff whenever they needed help.

OBJECTIVE #5: To develop a year-round volunteer retention and recruitment campaign. RESULT-----ACHIEVED: Such a campaign was developed by the literacy council staff and board with the assistance of the literacy advisor.

In November the literacy student advisor designed a flier/poster to distribute to businesses and other organizations. She visited 17 businesses herself to request their assistance in recruiting volunteers. In July, the council began holding monthly business luncheons, inviting local business leaders to the literacy council office for lunch. During the luncheon the staff and board members would explain the whys and wherefores of ALC as well as its needs. These luncheons have proved to be popular, with an average attendance of 12.

In January the council staff sent out letters to organizations listed with the chamber of commerce offering speakers from the literacy council. This led to 6 speaking engagements to approximately 142 people.

Also in January the literacy student advisor distributed 80 volunteer recruiting fliers to Angelo State University organizations, and in February she gave 200 fliers to a literacy student to distribute at work and around her community.

Tutor training workshops were planned throughout the year. The literacy advisor assisted with the volunteer recognition event held in April. Special awards were presented to master and senior tutors as well as to ACE volunteers.

She also helped recruit more volunteers---both individuals and groups---to help with the 8 fundraisers that were held, as well as with the ALC and the ACE programs. Several new places volunteered as meeting sites for literacy students: First Christian Church; all the Roman Catholic churches;

Emmanuel Episcopal Church, First Baptist Church, St. Paul Presbyterian Church, First Methodist Church, Texas Employment Commission; Western Iron Works, an insurance office, and the San Angelo Standard Times newspaper office. The ALC office and the main library as well as the two branch libraries have always served as meeting places.

OBJECTIVE #6: To recruit and train 50 tutors. (25 by end of January; 25 by end of August) At least 2 tutors will work with the family literacy program at ABE. RESULT-----ACHIEVED: A total of 112 tutors were trained in 12 workshops held throughout the year. Of those, 4 worked with the ABE family literacy program and 2 worked with the ACE family literacy program.

All of the literacy council's tutors were trained in either Laubach's basic literacy program or its English for Speakers of Other Languages (ESOL) program. The council has 8 qualified Laubach tutor trainers, all volunteers.

Students from Angelo State University education classes were recruited to teach the New Readers Press' Family Reading classes at ABE. In this program adults learn to read to children while developing their own literacy skills. Family Reading, designed to serve beginning and intermediate-level readers, contains 10 instructional units, each built around a specific reading strategy and a genre or topic. Each unit focuses on a children's book and an adult reading selection. Duplicate copies of the required picture books and teachers' guides were made available by the library and were returned at the end of the classes. The 6-hour volunteer training workshop consisted of experienced ABE staffers teaching the program's fundamentals, including the characteristics of the adult learner, and of the viewing of a video developed specifically for the program.

The ACE training consisted of instruction on the Tapestry software program published by Jostens Learning. It is interactive computer software that the parents and children used together, with adults also attending parenting seminars while their children were taking part in learning activities. The 2 volunteers had already been working with adults using the literacy software, Invest in the Future.

OBJECTIVE #7: To recruit 10 students (ALC and ABE) who are parents of young children into the family literacy program. RESULT----- ACHIEVED: A total of 32 students was recruited into family literacy programs.

The literacy student advisor attempted to contact all 51 literacy students who had young children to encourage them to sign up for the library's family literacy program, Project LiFT (Literacy in Families Today). At each tutor training workshop the advisor or a volunteer explained and demonstrated Project LiFT, and encouraged those tutors who were assigned to students with young children to participate. The "Each One Teach One" pamphlet given to each tutor also promotes Project LiFT (see Appendix B for copy) The training for the family literacy program is done on an individual basis by a tutor trainer, the literacy student advisor, or the children's coordinator for the library. Three students began using Project LiFT materials, with tutors reporting a total of 20 hours during the project year.

Project LiFT has two different segments. In one, the tutor and the student select from the Project LiFT shelves which picture book the student wants to learn to read to his/her children, based on the reading level of the student and the age of the children. They then watch the matching PBS Reading Rainbow video so that the student can hear the story as preparation for learning to read it. After the viewing, the tutor and student work on the

picture book for 10 or 15 minutes each session. The goal is for the student eventually to be able to read the book to his/her children. The Project LiFT materials are available at the main library, the North Angelo Branch Library, and the ALC office.

The second segment involves parenting activities, using the Project LiFT Activity Book. The colorful, spiral-bound book, developed last year, was based on Travis County (Texas) Adult Literacy Council's publication, TAP (TUTORS AND PARENTS: Fun with Reading Handbook). It has 23 pages of simple activities (one per page) for parents to do with their children. All involve words, whether written or spoken, and many refer to specific children's books. (see Appendix H for sample pages) About 10 to 15 minutes are spent during each literacy session talking about parenting, especially language activities. This can be combined with the other segment or done separately.

Again, as in the past 2 years, we were very disappointed at the low number of tutors and students who elected to become part of the family literacy program. The student's main objective is to learn to read and the tutor's main objective is to teach the student to read. To them, anything else is secondary, even if it is designed to complement the predesigned lessons of Laubach.

Although the adult literacy council and the library will continue to emphasize family literacy with its students, we realize that it will remain a secondary goal for most of the students. Project LiFT activities and training will be done by the tutor trainers or by the children's coordinator at the library.

More successful has been the family literacy program at ABE. A total of 16 ABE students spent 128 hours on the Family Reading program of the

New Readers Press. The students attended 4 two-hour sessions. Each student was given a packet at the beginning of the program, with information concerning reading and children. Included was a "Reading with Children" agreement to certify that he or she would read at least 15 minutes to a child each day for the next 4 weeks. Planning is already underway for a Family Reading series this coming spring.

The ACE Center received a grant from the state to operate a family literacy program during the summer. Thirteen students participated for a total of 436 hours. They used the interactive computer software program, Tapestry (published by Jostens Learning), with their children, as well as attending parenting seminars. The program had 12 volunteers, 2 for the Tapestry program and 10 for the parenting seminars, for a total of 62 hours. The Tapestry program is still being utilized with ACE students who have young children.

OBJECTIVE #8: To provide free child care to enable 4 students to attend 40 tutoring sessions. RESULT-----NOT ACHIEVED: Two ACE family literacy students were able to attend 20 class sessions each because of free child care.

We made sure at the beginning of the project that everyone in the ALC knew about the availability of child care funds for literacy students and that they were informing prospective students of this. When, toward the end of the year, no free child care had been requested, we decided to extend the offer to students in the ACE family literacy program.

We used funds for child care extensively during one grant year, but it has rarely been used in the last 3 years. We continue to include it in grant budgets in order to maintain equality of opportunity for all prospective students.

OBJECTIVE #9: To provide 50 student-tutor pairs with free workbooks, manuals, etc. RESULT-----ACHIEVED: Approximately 175 student-tutor pairs were provided with free learning materials.

Some of the monies left over in other line items were moved to "Supplies" to purchase additional literacy workbooks and manuals. While the students may keep their workbooks, the tutors are asked to return their manuals once students have moved to the next level. The Big Country Library System, of which Tom Green County Library is a part, also paid for $909.04 worth of additional workbooks and manuals.

It continues to be the policy of the library and the literacy council to provide these materials free in order to maintain equality of opportunity.

OBJECTIVE #10: To add to the library's literacy collection 125 low reading level items on employment, pre-GED's, parenting and other topics of student interest. RESULT-----ACHIEVED: A total of 150 items was added to the literacy collection.

The library's literacy collection consists of 4 sections: the Literacy Shelf, for materials supplemental to literacy classes; the Pot Luck Shelf, for novels and other items of interest to new adult readers; Project LiFT Family Shelf, for low level reading materials on parenting; and Project LiFT, for materials that support the Project LiFT program. The library does not charge overdues to literacy students or tutors for literacy materials that they have checked out.

Nonfiction topics added to the literacy collection included math, employment, family reading, government, Oxford picture dictionaries, pre-GED study guides, and supplementary Laubach materials. Recreational items included sports stories, mysteries, and stories of everyday life. We were able to purchase additional "Library Materials" with monies left over in other

line items. This expansion would not have been possible without grant funds.

OBJECTIVE #11: To purchase 200 low reading level items to begin an extension collection of circulating books at the ABE center. RESULT----- ACHIEVED: A total of 262 items was purchased for the ABE collection with another 35 books donated by the library.

This grant made it possible to start a small extension collection of literacy materials for ABE students to check out. Monies left over in other line items allowed us to purchase additional "Library Materials" for this collection. Topics selected included pre-GED study guides, survival skills, car care, careers, parenting, math, biography, and history. Small paperback novels for new adult readers were also purchased. Selections were based on ABE staff recommendations and ABE student requests. The library provided book pockets and blank cards for the circulation of these materials. Interest in the collection is gradually building as the students become used to the idea that the books are available.

OBJECTIVE #12: To promote regular library use among literacy and ABE students by enrolling at least 50% as library members. RESULT-----NOT ACHIEVED: Approximately 42% of all the literacy students had library cards by the end of the project year.

At every tutor workshop during the year, the literacy student advisor or a tutor trainer encouraged the new tutors to help their students discover the library and sign up for library cards. The advisor developed a pamphlet, "Each One Teach One," based on one published by the Junior League of Memphis, Inc., and gave these out at each workshop for the tutors to give to their students. (see Appendix B for example) "Welcome to the Tom Green County Library" is the second publication handed out, written especially for

new adult readers. (see Appendix I for example) This pamphlet is also available in Spanish. The lead tutor trainer said that the tutors are not taking these handouts with them at the end of the workshop, probably because they have so many other materials to carry---manuals, workshop notes, etc. She feels that the two items would be of more interest if the content were reduced to only one or two pages of information. The library staff is working on this. Neither ACE nor ABE students received these brochures, a situation that will be remedied when the revised ones are completed.

The literacy advisor also designed a flier encouraging library use and mailed one to each of the students, especially those with children. (see Appendix J for copy)

Encouragement of library usage is a fundamental part of any literacy program, and the literacy council, ACE and ABE staffs will continue to assist literacy students in getting library cards. The library staff plans to play a more active part in this campaign, speaking to student groups, offering individual or group tours of the library, and keeping the 3 agencies supplied with library brochures.

BUDGET: On the following page is a comparison of the proposed project budget and the actual expenditures by budget category. Monies were left in the "Salary," "Fringe Benefits," and "Other: In-Town Mileage" line items when the position was left open between literacy student advisors. No appropriate workshops were offered at times when we had an advisor or when the advisor was able to attend, so none of the "Travel" amount was used. "Child Care" (under "Other") was requested by only 2 students, and, although the literacy advisor's business cards were printed twice (once for each advisor), the brochures and reading lists that were allowed for were not felt to be necessary at this time, thus leaving some money in "Other:

TOM GREEN COUNTY LIBRARY
FEDERAL LITERACY GRANT, 1992 - 1993
BUDGET

	PROPOSED		ACTUAL	
SALARY	$19,152.00		$15,851.60	
FRINGE BENEFITS	$ 4,845.65		$ 3,095.78	
TRAVEL	$ 800.00		$ 00.00	
SUPPLIES	$ 1,000.00		$ 6,706.91	
LIBRARY MATERIALS	$ 2,565.00		$ 3,418.23	
OTHER:	$ 1,137.35		$ 654.90	
CHILD CARE		$640.00		$308.00
PRINTING		$197.35		$ 84.40
IN-TOWN MILEAGE		$300.00		$262.50
TOTAL	**$29,500.00**		**$29,457.42**	

Printing." Most of the remaining funds were moved into "Supplies" (workbooks and manuals for students and teachers) and "Library Materials."

In-kind donations included approximately $11,000 from the library for providing a literacy office, staff time, telephone access, typing services, supplies, copying, postage, and processing supplies. The literacy council provided some space, staff time, supplies, copying, postage, and bus tickets for students, a value of approximately $10,000. The ABE center provided shelving for the donated books, some processing and processing supplies, and staff time for working with the Family Reading program, for a value of approximately $3,000.

Volunteers were an invaluable resource for this project. Besides the 112 new tutors who were trained, another 41 tutors attended in-service workshops. A total of 513.5 hours was reported by 125 non-tutor volunteers. The 8 tutor trainers donated a total of 312 hours at the 12 workshops they presented during the year.

This federal literacy grant project enabled our program to serve 438 undereducated adults that might not have been served or might not have been served as well. A total of $29,457.42 was spent during the project year, or $67.25 per person served. Facilities used for this project included the Tom Green County Library, the Tom Green County Adult Literacy Council, and the Adult Computerized Education Center, all located in downtown San Angelo within a block of each other. The Adult Basic Education center was also used, and it is 14 blocks away from those agencies mentioned above.

We did achieve 8 of the 12 objectives. Having a literacy student advisor at this point in the development of the literacy program was very important because it gave the students a particular person to go to for

BEST COPY AVAILABLE

information and assistance. It also gave us someone who had the time and opportunity to survey the community in detail to discover and record what is available, and the time to accompany students to the agencies. She made many contacts for literacy throughout the community, and without her assistance this student support project would not have been possible.

The council staff, which consists of a full-time coordinator and a part-time volunteer coordinator, continues to assist students with social service needs on an as-requested basis, using the information collected by the literacy student advisor. They are unable to go with the student, but they do talk with the agencies, businesses, etc., by telephone and explain the situation. They feel that encouraging the student to go on his own will help him or her gain needed self-confidence.

The relationship between the county library and the literacy council is an intricate one that began when the library started a literacy program in 1986. The program grew rapidly and soon the library staff alone could no longer handle the increasing demand for adult literacy services. The American Association of University Women saw the need and formed the Tom Green County Adult Literacy Council in 1987. The project director, who is also the associate director of the library, was one of the founders of the council and continues to work with their staff and board. The library director, Larry Justiss, is an active member of the council board.

Since the beginning the two entities have worked closely together in providing literacy services to county residents, and will continue to do so in order to develop and maintain literacy and family literacy programs that will be responsive to the needs of the adults in our community.

APPENDIX A

TOM GREEN COUNTY POSITION DESCRIPTION	EMPLOYEE NAME (in pencil)	DESCRIPTIVE POSITION TITLE	POSITION NUMBER
		Literacy Student Advisor	
DEPARTMENT	**CLASSIFICATION & GRADE**	**DOT TITLE**	**DOT NUMBER**
Library	Librarian I-13		

INTRODUCTION:
Under the direction of the Grant Project Director, develops, coordinates and promotes student support system as stated in the grant's objectives.

DESCRIPTIVE DUTIES AND RESPONSIBILITIES

Develops system of collecting, recording, and updating information and referral data on local social, medical, health services and on educational and employment opportunities.

Develops and coordinates system for identifying students' needs beyond reading and writing.

Assists students in getting information and services and maintains records of such assistance.

Makes presentations to sensitize staff members of various agencies to needs of illiterate or low literate adults.

Plans and coordinates in-service sessions on student counseling techniques for tutors.

Assists in forming a student support group.

Recruits and trains volunteers as student supporters.

Assists literacy council in developing volunteer retention and recruitment campaign.

Assists in recruitment of nonreading parents of young children to PROJECT LIFT.

Organizes methods of providing child care for students as necessary.

Orders student and teacher workbooks, manuals, etc.

Orders and maintains literacy collection for the library and for the ABE center.

Promotes library usage among literacy and ABE students.

Maintains complete records of activities and prepares reports and statistical information as required.

Serves as liaison between the library staff and the literacy council.

DURATION OF JOB: One year, beginning October 1, 1992.

WORK HOURS: 40 hours per week; flexible

SPECIAL QUALIFICATIONS: Able to work cooperatively with a variety of staff and volunteers; sensitive to problems of disadvantaged and/or undereducated adults.

EDUCATION & OR EXPERIENCE	SKILL REQUIREMENTS
College degree required with education or experience in adult basic education or counseling preferred.	Good organization and communication skills.

REAUDIT CERTIFICATION						
DATE						DATE
SUPERVISOR						
CLASSIFIER						

December 1993

LITERACY STUDENT ADVISOR
JOB EXPECTATIONS

____ Check in with me daily.

____ Have initiative but keep me informed.

____ Work 40 hours a week.

____ Keep log of everything you do and hear.

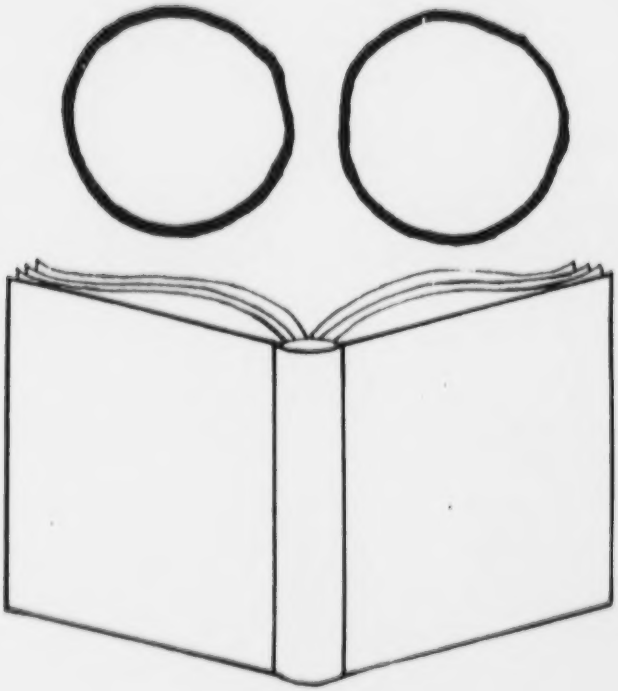
____ Keep statistics on all talks, programs, etc.

____ Inform me of any problems.

____ Keep the objectives of the grant always in mind. These are your "reasons for being".

____ Look for opportunities to network and offer services to social service agencies.

____ Speak up for literacy and the library whenever an occasion arises.



EACH ONE TEACH ONE STUDENT HANDBOOK

TOM GREEN COUNTY ADULT LITERACY COUNCIL
655-0973

THE "EACH ONE TEACH ONE" PROGRAM IS FOR ADULTS WHO WANT TO LEARN TO READ AND WRITE BETTER.

YOU ARE NOT ALONE

2 OUT OF EVERY 5 ADULTS IN THE U.S.A. DO NOT HAVE THE READING SKILLS THEY NEED.

VOLUNTEER TUTOR ARE PEOPLE WHO GIVE THEIR TIME TO TEACH READING AND WRITING SKILLS.

THEY ARE NOT PAID. THEY WANT TO HELP YOU.

THE LESSONS ARE FREE AND PRIVATE.

YOU AND YOUR TUTOR WILL MEET 2 TIMES EACH WEEK.

S	M	T	W	T	F	S
		X		X		
		X		X		
		X		X		
		X		X		
		X		X		

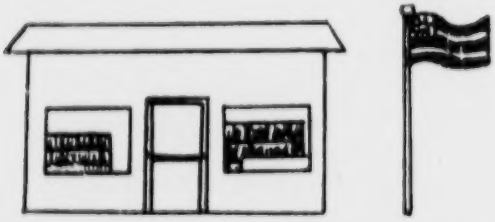
THE MEETINGS MAY BE AT

THE LIBRARY

PUBLIC

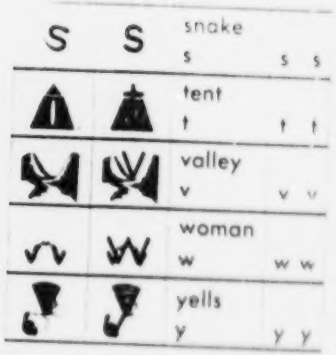
A CHURCH

YOUR COMMUNITY CENTER



YOU AND YOUR TUTOR WILL DECIDE WHERE AND WHEN.

YOU WILL HAVE SPECIAL BOOKS TO STUDY.



Basic Pattern for Teaching Charts 1-4

Teach each line

This is a _____. (Trace the picture.)
Say _____

This looks like a _____. (Trace the letter.)
Say _____

This is the word _____. (Underline with hand.)
Read _____

_____ begins with the sound ____.
(Cover all but first letter of word.)
Say ____. Again. Again. Again.

The sound for this letter is ____.
The name of this letter is ____. Say ____. Again.

At the end of each line, review sounds and names of letters.

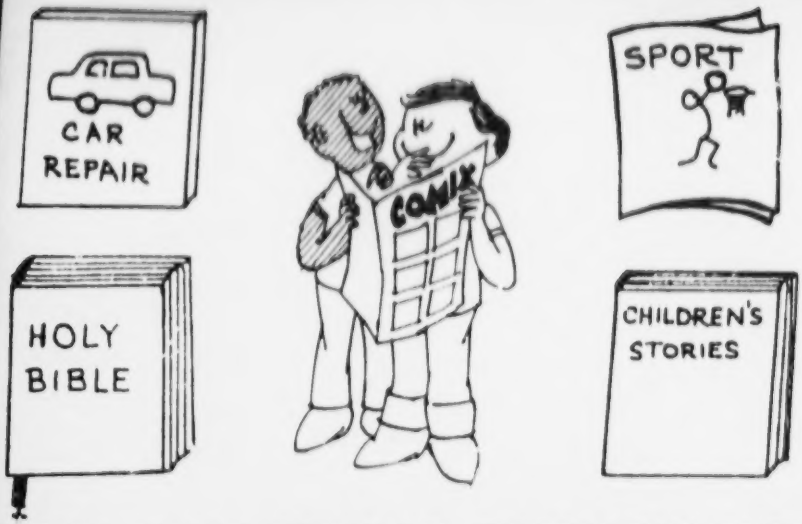
What is the sound for this letter?
What is the name of this letter?

At the end of the chart, review the words

WHEN YOU FINISH EACH BOOK, YOU WILL GET A DIPLOMA.

ADULT LITERACY COUNCIL

John Doe



YOU CAN BRING THINGS YOU WANT TO READ.

a
e
i
o
u
up leg
in man

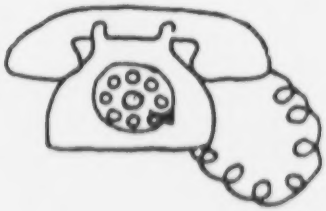
YOU WILL PRACTICE WRITING.

I WANT TO WRITE

WHAT IS EXPECTED OF YOU?

1. ***COME TO EACH LESSON ON TIME.***

2. ***CALL YOUR TUTOR IF YOU CAN'T MAKE IT.***



3. ***STUDY AT HOME AND READ ALL YOU CAN.***

I WANT TO READ

MY TUTOR IS:

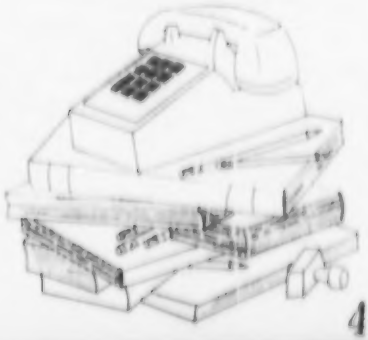
_____

MY TUTOR'S PHONE NUMBER # IS:

_____

? ? ?

IF YOU HAVE QUESTIONS CALL 655-0973



SPECIAL SERVICES

Below is a list of frequently called numbers that you and your student may want to look over to help you when it is needed.

1. **ADULT LITERACY COUNCIL** **655-0973**
2. **TOM GREEN COUNTY LIBRARY** **655-7321**
3. **FIRST CALL FOR HELP** **942-7670**
4. **FAMILY SHELTER** **658-2771**

Beth Neeley

Programs they offer:

Family Casework Assistants - service to help "at-risk" families.

M.O.M.S. (Mothers Offer Mutual Support)- weekly group for mothers who are alone and have a limited support.

Parenting Classes - educating parents on different subjects related to the home.

Teen MOMS Group - helping pregnant teenagers throughout their pregnancy and several months after the birth.

Parents Group - support group for parents.

5. **CITY NUMBERS:**

ADULT CLINIC	**657-4493**
WIC	**657-4396**
WELL-CHILD CLINIC	**657-4214**
SICK BABY CLINIC	**657-4214**
SHOT CLINIC	**657-4214**
SOCIAL SERVICES	**657-4400**

6. **ADULT BASIC EDUCATION** **655-8450**

ADULT BASIC EDUCATION
GENERAL EDUCATIONAL DEVELOPMENT
ENGLISH AS A SECOND LANGUAGE
CITIZENSHIP TUTORING

7. **AMBULANCE - 911 OR NON-EMERGENCY** **657-4357**
8. **ANTRAN - BUS STOP** **655-9952**

East Angelo - Bus Route 1
Westland Park - Bus Route 2

West Beauregard - Bus Route 3
North Chadbourne - Bus Route 4
Southwest - Bus Route 5

9.	ASSAULT VICTIM SERVICES HOTLINE	658-8888
	BUSINESS CALLS	655-8728
10.	CASA	653-0761
11.	CHIEF OF POLICE	657-4336
12.	CHRISTIANS IN ACTION	655-5127
13.	DETOX CENTER CRISIS LINE	658-1839
	DETOX CENTER	655-3692
14.	FIRE - 911 OR NON-EMERGENCY	657-4357
15.	FOOD BANK	655-3231
16.	GOODFELLOW FAMILY SUPPORT CENTER	654-3425
17.	LIFE SKILLS CENTER	658-8000
18.	PASTORAL CARE AND COUNSELING	944-2561
19.	POLICE - 911 OR NON-EMERGENCY	657-4498
20.	RSVP - RETIRED SENIOR VOLUNTEER PROGRAM	949-8056
21.	RIVERCREST-ADULT PSYCHIATRIC UNIT	949-5722
22.	SACOTA FAMILY CENTER - MAIN OFFICE	655-3361
23.	SALVATION ARMY	655-6981
24.	SAN ANGELO COUNCIL OF ALCOHOL AND DRUG ABUSE	655-3361
25.	UNITED WAY AGENCY	949-3716
26.	WEST TEXAS REHABILITATION CENTER	949-9535

YOUR TOM GREEN COUNTY LIBRARY

LIBRARY LOCATIONS AND HOURS:

CENTRAL LIBRARY ***655-7321***
113 WEST BEAUREGARD
MON., TUES., WED., & THURS. ***9:00 AM TO 9:00 PM***
FRIDAY ***9:00 AM TO 6:00 PM***
SATURDAY ***9:00 AM TO 5:00 PM***

ANGELO WEST BRANCH ***659-6436***
3013 VISTA DEL ARROYO
TUES., WED., THURS., & FRI. ***10:00 AM TO 6:00 PM***
SATURDAY ***10:00 AM TO 5:00 PM***

NORTH ANGELO BRANCH ***653-8412***
3001 NORTH CHADBOURNE
TUESDAY ***9:00 AM TO 12:00 NOON, 1:00 PM TO 6:00 PM***
WED., THURS., & FRI. ***12:00 NOON TO 6:00 PM***
SATURDAY ***9:00 AM TO 1:00 PM***

TELEPHONE SERVICES
REFERENCE & INFORMATION ***655-7321***

DIAL-A-STORY ***655-2366***
24 HOURS A DAY

DON'T LET YOUR CHILD MISS THESE SPECIAL MOMENTS

LITERACY SHELF
CHILDREN'S VIDEOS
AUDIO CASSETTES
NEWSPAPERS
NOVELS

FAMILY SHELF BOOKS
STORY HOUR TIME
PICTURE BOOKS
FRAMED ART PRINTS
BOOKS! BOOKS! BOOKS!

POT LUCK BOOKS
RECORDS
MAGAZINES
"HOW TO" VIDEOS
REFERENCE BOOKS

YOUR TOM GREEN COUNTY LIBRARY PRESENTS TO YOU

PROJECT LIFT

LIFT: LITERACY IN FAMILIES TODAY

WHEN YOU OPEN A BOOK WITH YOUR CHILDREN YOU ARE OPENING THE WORLD FOR THEM.

"FAMILY TIME WITH YOUR CHILDREN"

WE HOPE YOU WILL BE INTERESTED IN CHOOSING A BOOK FROM OUR PROJECT LIFT ROOM THAT IS APPROPRIATE FOR YOU AND YOUR CHILD TO READ TOGETHER.

1. ***TALK WITH YOUR CHILDREN*** *as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.*

2. ***READ TO YOUR CHILDREN.*** *Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let them choose the story.*

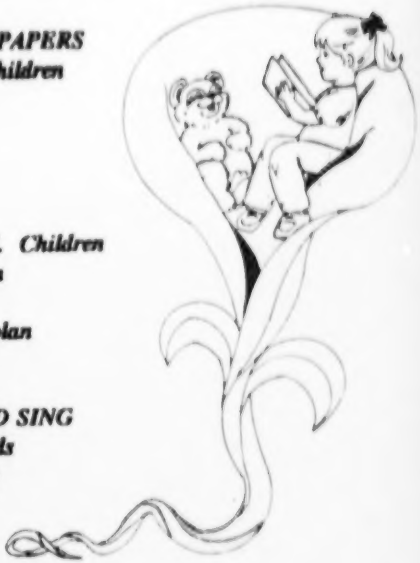
3. ***LET YOUR CHILDREN SEE YOU READ.*** *That is the best way to show them that you think reading is important, and that you enjoy it, too.*

4. ***ASK OLDER CHILDREN TO READ TO YOUNGER ONES.*** *The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.*

5. ***GO TO THE LIBRARY TOGETHER.*** *Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.*

6. ***GIVE YOUR CHILDREN BOOKS ABOUT THEIR SPECIAL INTERESTS.*** *Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.*

7. ***KEEP BOOKS, MAGAZINES, AND NEWSPAPERS AROUND YOUR HOME*** *so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.*



8. ***PLAN OUTINGS FOR YOUR CHILDREN.*** *Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.*

9. ***SAY RHYMES, RAPS, AND POETRY, AND SING SONGS.*** *Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.*

10. ***TELL STORIES ABOUT YOUR FAMILY,*** *and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud at another time.*

****

THIS HANDBOOK WAS DEVELOPED BY THE JUNIOR LEAGUE OF MEMPHIS, INC.

REVISED BY THE TOM GREEN COUNTY LIBRARY.

APPENDIX C

TOM GREEN COUNTY
Adult Literacy Council
224 W. Beauregard, Suite 102, P.O. Box 2602, San Angelo, Texas 76902 (915) 655-0973
Eileen G. Horwath - Director of Council Services

October 27, 1992

Dear Student:

My name is Angelica Hernandez. I would like to introduce myself as your representative. My newly created position is the Literacy Student Advisor. My purpose is to help serve you and any needs you may have, such as filling out job applications; applying for food stamps; finding financial assistance; and making health appointments.

I would like to get to know you personally and spend some time with you. I can be reached at the Tom Green County Adult Literacy Council, 655-0973, or at the Tom Green County Library, 655-7321.

We feel your decision to learn to read and write will be a rewarding experience for you and we are very proud of you. Congratulations!

Please call me and let me know how I may assist you and your family.

Sincerely,

Angelica Hernandez
Literacy Student Advisor

United Way
Member Agency

TOM GREEN COUNTY
Adult Literacy Council
224 W. Beauregard, Suite 102, P.O. Box 2602, San Angelo, Texas 76902 (915) 655-0973
Eileen G. Horwath - Director of Council Services

October 30, 1992

Dear Tutor:

My name is Angelica Hernandez. As the new Literacy Student Advisor at the Literacy Council, my purpose is to help serve the students in areas such as filling out job applications; applying for food stamps; getting eye glasses; making health appointments; working with the school system; and making counseling referrals. My goal is to make your load lighter and to assure the student that someone at the Literacy Council is here to help them with needs other than reading and writing.

I am sending letters of introduction to every student and offering my services to them. If your student presently needs some form of help, please do not hesitate to contact me at the Tom Green County Adult Literacy Council, 655-0973, or at the Tom Green County Library, 655-7321.

We appreciate all the time and effort you have freely given to help your student.

Sincerely,

Angelica Hernandez

Angelica Hernandez
Literacy Student Advisor

United Way
Member Agency

TOM GREEN COUNTY
Adult Literacy Council
224 W. Beauregard, Suite 102, P.O. Box 2602, San Angelo, Texas 76902 (915) 655-0973

April 2, 1993

Dear Tutor:

My name is Regina Ryan and I am the new Literacy Student Advisor.

My job as the Literacy Student Advisor is to serve the students in areas such as filling out job applications, applying for Food Stamps, getting eye glasses, making doctor appointments, working with the school system, making counseling referrals and anything else the students need.

I am here to help you, the Tutor, in any way possible to be better prepared to fulfill your role as a tutor. I hope to meet with you and your student in person so that I can better understand what services are needed.

I will be contacting the students by letter and in person as soon as possible to let them know what I can do for them and where they can reach me.

If you or your students are in need of help, please do not hesitate to contact me at the Tom Green County Library 655-7321, or at the Tom Green County Adult Literacy Council, 655-0973.

Sincerely,

Regina Ryan

Regina Ryan
Literacy Student Advisor

United Way
Member Agency

TOM GREEN COUNTY
Adult Literacy Council
224 W Beauregard, Suite 102, P.O. Box 2602, San Angelo, Texas 76902 (915) 655-0973
Eileen G. Howrath, Director of Council Services

April 5, 1993

Dear Student,

My name is Regina Ryan, the new Literacy Student Advisor for the Tom Green County Library and the Adult Literacy Council. I am here to help you with any need such as filing out job applications, applying for food stamps, finding financial assistance and making doctors appointment.

I hope to meet with you on the phone or in person very soon so I can learn about how I can assist you. Please feel free to call and or vist me anytime. I can be reached at the Tom Green County Library 655-7321 or the Adult Literacy Council 655-0973.

Sincerely,

Regina Ryan

Regina Ryan
Literacy Student Advisor

United Way
Member Agency

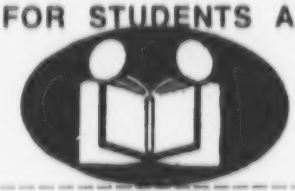
APPENDIX D

LITERACY POWER LINE

reading is power

TOM GREEN COUNTY ADULT LITERACY COUNCIL

NEWSLETTER FOR STUDENTS AND VOLUNTEERS



July, 1993

NOTES FROM COORDINATOR MARY ANN

The Council has just completed a busy three months!!!!!!!!! April brought the Ultimate Tax Dodge! The Council made $500.00 from people taking a swing at the Dodge against illiteracy thanks to the generosity of the Main Post Office and many others who helped to make the event a success.

The Tutor Appreciation Reception was held on April 29. All tutors were honored. Senior and Master certificates were awarded to those present who qualified.

In May the new slate of officers, Margaret Mallard, Chairman, Nathaniel Hankins,Vice-Chairman, Rod Sternard, Secretary, Phillip Schneeman, Treasurer, was accepted by the membership.

The coming three months will be very busy. It is almost United Way Campaign time so we are looking for people to help spread the word about the problem of illiteracy and what the Council is doing about it. I will arrange speaker training for anyone who will carry our message to a group and would like training. If you will consider speaking to a group about the Council with or without training please call the office--- 655-0973 so that we may arrange time and place.

The Fourth of July Pops Concert on **July 3** is almost here. Our Bake Sale for that event is a significant fund raiser. If you or your family or friends will bake and/or sell please let us know. Chocolate Chip cookies and Rice Krispie bars remain favorites. Cup cakes and other cookies also sell well.

The Adult Literacy Trash and Treasure Sale will take place **July 10,** from 8:00 a.m. until 1 p.m. at St Paul Presbyterian Church, 11 N. Park. If you have "stuff" to donate for the sale please call the office to make arrangements for its delivery.

August 19-22 will be the dates for PROJECT READ,the annual book"sale". A call to the office will provide you with information concerning your donation of books and will give you the opportunity to volunteer to help with this, a major fund raiser to make possible the continuation of Literacy training.

This newsletter is directed to those directly involved with literacy, tutors, students, other volunteers. Please call Carol or me with any suggestions you may have for information to include in coming newsletters.

NOTES FROM VOLUNTEER COORDINATOR CAROL

Thank you, thank you, thank you--to all of you tutors and volunteers who have been turning in your calendar hours. This is a very important thing to do. It really helps the office keep in touch with all of your dedication, time and commitment. With this help we are able to keep our records current.

Tutor Tip: Don't keep reinventing the wheel. If you have an idea which helped your student, pass it on to other tutors. We all encounter stumbling blocks with our students. Your successful methods for solving a problem may help others.

The second Tutor Support meeting was held on May 11. Ruby Kettler and Regina Ryan led the discussion on how to do a better job of reaching students with learning disorders. Thank you for your wonderful participation!

The June 30 Tutor Support meeting will have happened by the time this newsletter is read. "Dealing with Lives on the Edge: Characteristics of Adult Learners" is the topic for discussion. Margaret Johnson and Pamela McBride of Austin are the presenters. Having them come to us is an honor.

DO YOU KNOW---

SEVENTY-FIVE PERCENT OF FEMALE HEADS OF HOUSEHOLDS WITH LESS THAN A HIGH SCHOOL DIPLOMA ARE LIVING IN POVERTY.

SIXTY PERCENT OF ALL ADULTS RECEIVING AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC) HAVE NOT COMPLETED HIGH SCHOOL, AND THE AVERAGE READING LEVEL OF AFDC MOTHERS BETWEEN THE AGES OF 17 AND 21 IS BELOW THE SIXTH GRADE LEVEL.

BASIC LITERACY WORKSHOP

Phillip Turner and Frankie Beth Nelson, Tutor Trainers
Tuesday, July 20, 6:30-9:30 p.m.
Saturday, July 24, 9:00 a.m.-4:00 p.m.
Sunday, July 25, 1:30-4:00 p.m.

LETTER FROM LITERACY STUDENT ADVISOR REGINA

In my role as the Literacy Student Advisor, I feel I bring an appreciation of the struggles that a beginning reader has. You see, I didn't learn to read until I was 15.

When I went into the seventh grade, I could not read on a second grade level. I have a learning disability and the school system had not discovered what was wrong until then.

I had decided that learning to read was not important and felt reading had nothing to offer me. But I was lucky, for that year Mrs. Newman, a remedial English teacher, came into my life. She recognized that I was not slow or dumb, but that I had a learning disorder. The

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first thing Mrs. Newman taught me was a love of the new worlds that reading opened up for me. That love of knowledge and adventure was (and is) the first major step to learning to read. It was not easy and I didn't catch up to my grade level until I got into college, but I kept trying.

I see each student at the Literacy Council as someone who has already met their Mrs. Newman, that is, each student has already taken that first major step of wanting to read. The next steps are not easy,but reading is worth all the hard work. The rewards are immeasurable and priceless. I know that and so will you.

NEWS FROM ACE DIRECTOR KAREN

The Adult Computerized Education Center has started a new morning summer program and has expanded its evening program.

Wouldn't it be great if the cycle of illiteracy were broken and there was no longer any need for adult literacy programs? One of the efforts toward that end is the Family Literacy Project. In May the TGC Adult Literacy Council applied for a grant from the Texas Literacy Council on behalf of the ACE Center. The grant allowed for the funding of the summer program which began on June 14. The purpose of the program is to involve the whole family in the education of each member of the family in order to break the cycle of school failures and illiteracy. The program called the Family Literacy Project involves special computer-assisted learning programs for younger children and their parents, day care for children so that parents may work to improve their own skills, parenting classes, a special library based reading program and speakers from the school district. It is hoped the Family Literacy Project in modified form can continue throughout the year.

Evening classes at the ACE center are from 5:00 until 10:00 p.m., Mondays through Thursdays. This expanded schedule should offer students greater flexibility in arranging their personal schedules as well as provide them more in-class time. Also, it allows people who have jobs an opportunity to attend classes.

The new program and the expanded hours mean an even greater need for volunteers to tutor and to act as office assistants.

If you are interested in volunteering know that no computer experience is required. Call or come by to learn details.

If you are interested in joining the Family Literacy Project call or come by for more information.
The phone number is **653-1070**. The address is suite 101 Butterfield I Building.

CALENDARS: Tutors and volunteers are requested to please send in your calendars. An accurate compilation of hours worked by tutors and students is very important to the Council. This information is required when the Council applies for grants and other funding. We also need to report the extent of this work to our benefactors and the public.

TRAINERS NEEDED: WANTED: Team players to join a dedicated, sympathetic, spirited group of extraverts. Must like working with people, be conversant in Laubach Methodology, and flexible in implementing new ideas. Must be able to make a clear and effective presentation in front of a group of somewhat nervous, occasionally skeptical and always inquisitive tutors. Must be able to attend 3 or 4 workshops yearly plus planning meetings and follow-up sessions. Pay is in satisfaction, donuts and cookies. A good sense of humor is a requirement.

SPECIAL THANKS TO H SYSTEM FOOD STORES AND BAUGH LEWIS for allowing TGCALC to cash in all of the receipts the volunteers collected over the past months. THANK YOU! THANK YOU!

NEW TUTORING SITES: THE FIRST CHRISTIAN CHURCH, SACRED HEART CATHEDRAL, ST. JOSEPH CHURCH, AND ST. MARGARET CHURCH. These churches will permit tutors and students to meet in their facilities during normal business hours. Any tutor-student pair wishing to use any of those facilities may call the Council office for details.

THE COUNCIL WILL PROVIDE PROGRAMS FOR CLUBS, ORGANIZATIONS AND CHURCH GROUPS. CALL THE COUNCIL OFFICE, 655-0973, TO ARRANGE TIME AND PLACE.

WISH LIST: IF WISHES WERE HORSES WE DON'T NEED HORSES. THE COUNCIL NEEDS used or new hearing aides, discarded eye glasses, small desk, overhead projector, book stands, English/Spanish Dictionaries, Tactile learning tools (metric measuring cups, metric measuring stick, counting pieces, solid shapes, etc.), electric fans, preferably box type.

TGCALC T-SHIRTS ARE FOR SALE AT THE COUNCIL OFFICE FOR THE REDUCED PRICE OF $7.00. BE A WALKING ADD FOR THE COUNCIL AND WHAT IT DOES.

Tom Green County Adult Literacy Council Board of Directors meets the first Monday of each month except when that Monday is a holiday. Therefore the July meeting will be July 12 at Zentner's, 12:00 noon.. Anyone interested is invited to attend

Tom Green County Adult Literacy Council
P.O. Box 2602
San Angelo, TX 76902

Non-Profit Rate
Permit No. 216
San Angelo, Texas

TOM GREEN COUNTY LIBRARY
MS. KAREN VAVRICKA
113 W. BEAUREGARD
SAN ANGELO TX 76903

A United Way Member Agency

TOM GREEN COUNTY ADULT LITERACY COUNCIL

LITERACY POWER LINE
...because reading is power

JANUARY NEWS

A NEWSLETTER FOR STUDENTS AND VOLUNTEERS

A NOTE FROM THE COORDINATOR

1993 has taken off like a flash for the Literacy Council and myself with the many events we are planning for 1993 such as the Volunteer Orientation January 21st, Basic Literacy Workshop starting January 26th, English as a Second Language Workshop on February 11th, hosting Dr. Bob Laubach's visit on February 9th and Love to Read on February 11, a silent Valentine Auction which will be a major fund raiser for the Adult Literacy Council. This is keeping me very busy.

I have only been with the Council since November 9th, but I feel that I have learned a lot about the Council and have made some progress in my few short months.

In my first few weeks as the coordinator we lost Edna as the Volunteer Coordinator. We were all very sorry to see her go but she does keep in touch and we wish her well in all of her future endeavors. We hired Carol Weaver to be the New Volunteer Coordinator, she has hit the ground running since she joined us and has many plans for 1993.

I hope that you will all stick with Carol and me as we learn your names and what everyone's needs are. If you have any suggestions please feel free to drop us a note or give us a call at the Council office.

Mary Ann Cochran,
Coordinator Council Services

ACE CENTER NEWS

My name is Karen Arnold and I am the coordinator of the ACE Center (The Adult Computerized Education Center). You may have seen me and "my"

(continued)

(ACE Center News continued)
computers in the room next to the Literacy Council. If you haven't seen the Center yet, please feel free to drop in and see what great work is going on.

The students at the ACE Center are working on ESL, Basic Literacy, or GED skills with the help of computers and speed up the learning process by 500%! The students can see the progress they are making when they work on the computer and it helps them to stay motivated. Additionally, we have some really great volunteers who try to help the students as much as they possibly can.

Speaking of volunteers, I will be holding a volunteer orientation on February 3rd at 3 P.M. We are in need of Volunteers for the evening classes, which will be starting immediately. Other times are also available--after all, we can't have too many volunteers! If you would like more information please call me at 653-1070.

Karen Arnold,
ACE Center Coordinator

TUTOR-STUDENT EVENTS

CONGRATULATIONS

In December we had many students graduate from Skill Books. We would like to recognize them and their tutors and extend our congratulations on work well done!

Completing SB 1 with tutor Edith Watkins are Olfelia Arroyos, Consuelo Castillo, Jeannie Williams and Irene Rodriguez.

Also completing SB 1 with tutor Betty Torres are Juan Torres and Augustine Martinez..

Completing SB 4 with Tutor Bobbie Hooker is Delia. Delia will be receiving a 6 months subscription to the Standard Times.

UP-COMING EVENTS

A Basic Literacy Student Support Group is forming under our Literacy Student Advisor Angelica Hernandez. If any BL students would like to be a part of this group, call Angelica at 655-7321.

An ESL Conversational Group is forming under Rosa Cedillo. If any ESL students would be interest in meeting once a week to practice speaking English, call Rosa at 655-6544 or Carol at 655-0973.

Also, some interest has been expressed in having a Tutor Support Group. If you would like to be a part of this group, call Carol at 655-0973.

Carol Weaver,
Volunteer Coordinator

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A NOTE FROM CATHY COPLEN
ADULT LITERACY COUNCIL
BOARD PRESIDENT

I just wanted to thank all of the sponsors, bowlers and everyone else involved in making the First Annual Bowling for Literacy a complete success.

The following businesses and individuals helped make this event a success: Henderson Exxon, Stadium Lanes, Designs of Thought, Eggemeyer's General Store, Ethicon, House of Trophies, Mr. Boots, Private Industry Council, Rick Smith, San Angelo Sports Products, Schlotzsky's, Shakey's Pizza Restaurant, Southern Seas, Standard Times, Sunset Mall.

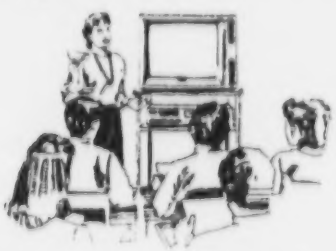
This will be an annual event and we hope to have everyone be a part of this event again in 1993.

NEW T-SHIRTS

We still have T-Shirts on sale for you. The price is only $10. They are available in large and ex-large for now. Call now and reserve one for yourself before they are all gone.

TUTOR NEWS
HELP WANTED

We need volunteers to help man the Computer Learning Center. Training available - No computer experience necessary - Tutors and senior students preferred. Training sessions will be held on January 28 and February 3rd, for more information please call the council office for times and to register for the workshops.



TRAINERS NEEDED

We are experiencing a shortage of trainers. The same people are holding our workshops and we appreciate their time and effort. Anyone who is interested in becoming a trainer should let the office know. Tutors who have been tutoring for more than 40 hours are eligible to become trainers. Please let us know if you are interested in being a trainer - we have workshops scheduled where you could observe and refresh your memory if you would like to see what is involved.

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M-SYSTEM RECEIPTS

Please save those receipts and drop them in our box or mail them in to us. Please, Please, Please, Please send in your calendars. They are very important to all of us. Call in, we will be glad to take the information over the phone. Remember to indicate your preparation and travel time as well as tutoring time. These are all hours spent on literacy.

EASING THE LOAD

Remember, if you and your student are meeting in one of the branch libraries, Karen Vavricka said that any tutor who can call the main library to have materials sent to the branch for them. Please call one or two days ahead of your meeting so the materials will be there when you need them.

ADDITIONAL TUTORING LOCATIONS

The Guadalupe Center (was Randolph Center) on Martin Luther King (was Randolph Street) has rooms available for tutoring use during the day. Call the Adult Basic Education for a time slot 658-6564.

Emmanuel Episcopal Church will have space available for tutoring and for parking when you come to the office. If you park in their lot put a sign on your dashboard stating you are with the literacy council so they will know why you are parked there. Tutoring rooms will be available on Tuesday, Wednesday, and Friday when the building will be air conditioned for Mother's Day Out classes until 1:30 pm - Wednesday it will be air conditioned all day for church in the evening. Call 653-2446 if you want to go at another time to be sure of availability.

Texas Employment Commission also has a room for tutoring on Monday and Wednesday between 5 P.M. and 6:30 P.M.

Trinity Methodist Church on 17th and Chadbourne has offered space to us for tutoring also but please call the office if you want more information on meeting here.

WISH LIST

NEEDED:

TAPE RECORDER - a student who can hear how he says a word can try to correct any mispronunciation. It is also useful for those students who do not recognize the alphabet to be able to hear the letter's name as they follow along in their books. The more we can reinforce their learning the faster they will learn.

FILE CABINET/LOCK - We have run out of space and will have to resort to boxes soon if we can't find another file cabinet. If someone has one that is just collecting dust in a back room somewhere, we sure could put it to good use.

DRY ERASE BOARD- We could use another grease board in Room #1 if anyone has an extra they are not using any more.

(continued)

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(Wish List continued)
USED HEARING AIDES AND EYE GLASSES - many of our students have contacted Angelica about needing these items in the past few months.

SMALL DESKS to replace the big desk in the Coordinator's office, this will make more room for file cabinets.

BOOK STANDS- to serve as storage for books in the ACE Center

HOOKED ON PHONICS TAPES

ENGLISH/SPANISH DICTIONARIES

TACTILE LEARNING TOOLS: metric measuring cups, metric measuring sticks, counting pieces, solid shapes etc.

TO THE STUDENTS

We would like to encourage you if you have children to read to them. Many people think that they do not read well enough to read out loud to their children. If you feel that way, there are some things you can do about it. Find picture books with no words. Just talking about the pictures will help your child learn to enjoy books. Practice reading out loud with your child. You can even make up your own stories. The library is ready to help you, we have the Project Lift, Reading Rainbow videos, Pot Luck books, and many, many, other other books you can choose from in the Family shelf. Do not feel bad if you make some mistakes when you read. You will get better as you do more of it. And your child will still love you and the story times. Most of all reading to your child can bring you closer together. Have fun together with books! Let us know if we can help you.

Angelica Hernandez,
Literacy Student Advisor

WORKSHOPS

PAST - DECEMBER 8 - TRAINER: PHILLIP TURNER

Congratulations and thanks for coming to the following new tutors:

Karen Charoenthep	Catherine Cowell	Eunice Cuellar	Brian Follman
Angelica Hernandez	Olivia R. Hernandez	Jessie Moncibais	Leona Moncibais
Belia Sknow	Donald R. Sudnick	Cynthia Woolsey	Lucia Smith
Robert Diaz	Marcy Figueroa	Rick Jimenez	Alice Lewis
Patric Nissen	Pat O'Brien	Rem Rocap	Angie Sevier

LITERACY SAFARI '93

ROBERT S. "Dr. Bob" Laubach

Tom Green County Adult Literacy Council and Concho Valley Council of Governments Employment and Training Program are proud to welcome Robert S. Laubach, of Laubach Literacy International. Dr. Bob will speak at a luncheon at the Holiday Inn, Tuesday, February 9, about the importance of literacy. The luncheon will be from 11:00 AM to 1:30 PM and will cost $11.25 person. It will be buffet style. Anyone interested in attending should contact the Adult Literacy Council at 655-0973 for more information. Or, for reservations and advance payment write, Tom Green County Adult Literacy Council, P.O. Box 2602, San Angelo, Texas 76902. Deadline is February 5, 1993.

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Thank You, Volunteers

COMING UP: BASIC LITERACY*
PHILLIP TURNER AND FRANKIE BETH NELSON

Tuesday, January 26, 6:30 - 9:30 PM
Saturday, January 30, 9:00 - 4:00 PM
Sunday, January 31, 1:30 - 4:30 PM

ENGLISH AS A SECOND LANGUAGE*

Carol Weaver, Alene Treadwell, Romana Napier and Lucia Smith

Thursday, February 11, 6:00 - 9:00 PM
Saturday, February 13, 9:00 - 4:00 PM
Saturday, February 20, 9:00 - 4:00 PM

***Both workshops will be held at the Council's office, 224 West Beauregard, Butterfield 1, #102.**

ACE CENTER TRAININGS

January 27, 6:30 PM
February 3, 3:00 PM

APPENDIX E

Volunteers in Training for Adult Literacy
1993-94
Ms. Pamela G. McBride
Ms. Margaret L. Johnson
Southwest Texas State University

Tutor Training Modules

Module One: ***Dealing with Lives on the Edge:*** **Characteristics of Adult Learners**
Tutors of adult learners are often confronted with issues such as: cultural differences, financial stress, child care, transportation, different learning styles, and the coordination with other service organizations to which the student may be accountable. The tutor will learn what illiteracy is, why it happens, and how its many side-effects impact instruction. Barriers to regular attendance will be specifically addressed, and the tutor will learn how to manage their own and the students' expectations of progress.

Module Two: ***Cooperative Learning:*** **How to Manage More than One Student**
Small-group instruction can meet the needs of students, tutors and administrators. Adult learners benefit from peer support by sharing their successes and learning to ask for help with challenging areas. Other students provide a resource to the learner that takes the pressure off the tutor to have all the answers. Tutors will learn the advantages of peer support, techniques for maximizing the students' growth at different levels, and the skills necessary to be a facilitator of a small group.

Module Three: ***Going Beyond the Workbook:*** **Techniques for Developing Holistic Curricula**
Developing a literacy curricula that is based in whole language is especially important for the adult learner. The students have learned several skills since their school-days, and it is a great resource for the tutors to use these experiences to build self-confidence and literacy skills. The tutor will learn the fundamentals of whole language, why it works, and how it can be applied to instruction. The Language Experience Approach will be discussed, and practice in developing real-life lesson plans will be provided.

Module Four: ***Using Real-life Materials:*** **Effortless Lesson Plans and Quality Instruction**
Literacy tutors are not limited to workbooks in teaching reading, writing and math to students. This workshop will offer tutors a hands-on approach to making real-life materials from readily available inexpensive sources. Tutors will learn how to incorporate reading, writing and math in the lesson with these materials and evaluation methods will be discussed.

Module Five: ***Writing to Publish:*** **Sharing Student Writings**
Almost all literacy students want to write better and there are several things they want to write: forms, resumes, grocery lists, letters, essays, poetry, etc. The writing process-- planning, organizing, writing, editing, and revising-- is an essential part of completing almost any writing task. The tutors will learn how to help the student select a writing topic and how to teach the writing process to beginning writers. The tutors will gain skill in evaluating the student writings and will learn how to enable a student to share his or her writing with others.

Module Six: ***Family Literacy:*** **Developing Activities that are Fun and Functional**
Family literacy is an essential part of prohibiting the continuation of the cycle of illiteracy. To support fun and functioning in daily family life, several specific literacy-building activities will be promoted: 1) a family message center, 2) family authored rules for children home alone (e.g., telephone, food preparation, visiting), 3) organizing family records, and 4) family recreation/travel plans. Several other activities will be mentioned to promote parent-child literacy involvement.

Module Seven: ***Measuring Progress:*** **Your Assessment Options**
It is a challenge to evaluate the many aspects of adult literacy learning, and it may seem difficult to the tutor to measure all of the variables of authentic assessment. In this workshop, tutors will learn 1) the evaluation guidelines set up by their organization, 2) an easy way to keep a running portfolio of the students' work, and 3) how to assess real-life materials. Several methods of initial assessment will also be discussed.

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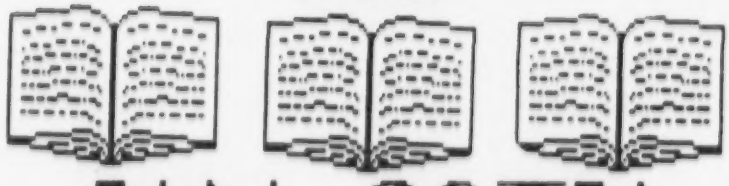
APPENDIX F

COME AND JOIN THE ADULT LITERACY STUDENT SUPPORT GROUP

READING IN YOUR HOME



JAN. 30TH

2:00 PM

1504 FULTON ST.

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ADULT LITERACY
STUDENT SUPPORT
GROUP MEETING
FEB. 6TH
2:00 PM
1504 FULTON ST.
REFRESHMENTS
& GET TOGETHER!

APPENDIX G

4-2-93

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE CONCHO VALLEY RETIRED SENIOR VOLUNTEER PROGRAM

2621 Junius, A.C.M. Building
San Angelo, Texas 76901
(915) 949-8056

AND

VOLUNTEER STATION: Literacy Student Support Program

ADDRESS: 224 W. Beauregard

CITY: San Angelo STATE: Texas ZIP: 76903

TELEPHONE: 915/655-7321

It is agreed that the attached Basic Provisions will guide our working relationship and that:

The RSVP representative who will serve as liaison with the volunteer station is Dolores Schwertner

Telephone No. 915/949-8056

The volunteer station representative who will serve as liaison with RSVP and who will be responsible for volunteer orientation and supervision is D. Karen Vavricka

Telephone No. (915) 655-7321

The Memorandum of Understanding (MOU) may be amended, in writing, at any time with concurrence of both parties. It will be reviewed annually to permit needed changes.

Signed Dolores Schwertner Date 3-31-93
RSVP Sponsor Representative

Signed D. Karen Vavricka Date 3-31-93
Volunteer Station Representative

BASIC PROVISIONS OF MEMORANDUM OF UNDERSTANDING

A. The Retired Senior Volunteer Program will:

1. Recruit, interview, and enroll RSVP volunteers and refer volunteers to the volunteer station.

2. Provide orientation to volunteer station staff prior to placement of volunteers, and at other times, as the need arises.

3. Refer volunteers to the volunteer station for assignments and review acceptability of volunteer assignments.

4. Furnish accident, personal liability, and excess automobile liability insurance coverage as required by program policy.

5. In cooperation with the RSVP Advisory Council, arrange for an appeals procedure to address problems arising between the volunteer, the volunteer station, and/or RSVP.

6. Provide or arrange with volunteer station for transportation for volunteers to and from their assignments.

7. Arrange with volunteer station for meals, when possible, for volunteers on assignments.

8. Periodically monitor volunteer activities at volunteer station to assess and/or discuss needs of volunteers and volunteer station.

B. The Volunteer Station will:

1. Make the final decision on assignment of volunteers.

2. Implement orientation, in-service instruction, or special training of volunteers.

3. Furnish volunteers with any materials or transportation required for assignments.

4. Provide for adequate safety of volunteers.

5. Collect and validate appropriate volunteer reports for submission to RSVP.

6. Investigate and report accidents and injuries involving volunteers to RSVP.

7. Discuss assignments with individual volunteers referred by RSVP and provide written assignments to volunteers, with a copy to RSVP.

8. Provide supervision of volunteers on assignments.

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9. Provide public liability and automobile liability insurance, as appropriate.

10. Supply financial vouchers to RSVP to verify non-Federal support when lunches or transportation have been provided to volunteers.

11. Validate monthly volunteer reports submitted by volunteers to verify hours of volunteer service.

12. Provide cash/in-kind contribution (s) in support of the RSVP project, if possible.

C. Other Provisions:

1. Separation from Volunteer Service

The volunteer station may request the removal of a senior volunteer at any time. The RSVP volunteer may withdraw from service at the volunteer station or from the Retired Senior Volunteer Program at any time. Discussion of individual separations will occur among RSVP staff, volunteer station staff, and the volunteer to clarify the reasons, resolve conflicts, or take remedial action, including placement with another volunteer station.

2. Letters of Agreement

When in-home assignments of volunteers are made, a signed letter of agreement will be signed by the parties involved. The document will authorize volunteer service in the home and identify specific volunteer activities, periods, and condition of service.

3. Handicap Accessibility

"Discrimination on the basis of race, color, creed, sex, or handicap will not be permitted. The agency and RSVP will actively comply with provisions of Title VI of the Civil Rights Act of 1964 and the Rehabilitation Act of 1973, which prohibits discrimination against disabled persons in all programs, services, and activities.

Is your building handicap accessible? ___✓___Yes _____No

* The facilities, programs, and activities of ACTION and each of its sponsors, when viewed in its entirety, must be accessible to, and usable by handicapped persons, however, not every work station for a project must be accessible.

Every reasonable attempt should be made to enable disabled persons access to your facilities and events, including training and public meetings held in non-Federal buildings, and to receive the same benefits, services, and information as is provided to other employees, visitors, and meeting participants.

Please state below a simple job description for volunteer opportunities available at your agency.

Under the direction of the library's Literacy Coordinator, assists in calling or visiting students in the Adult Literacy program, to ascertain any of their social service needs; also may assist students in filling out forms

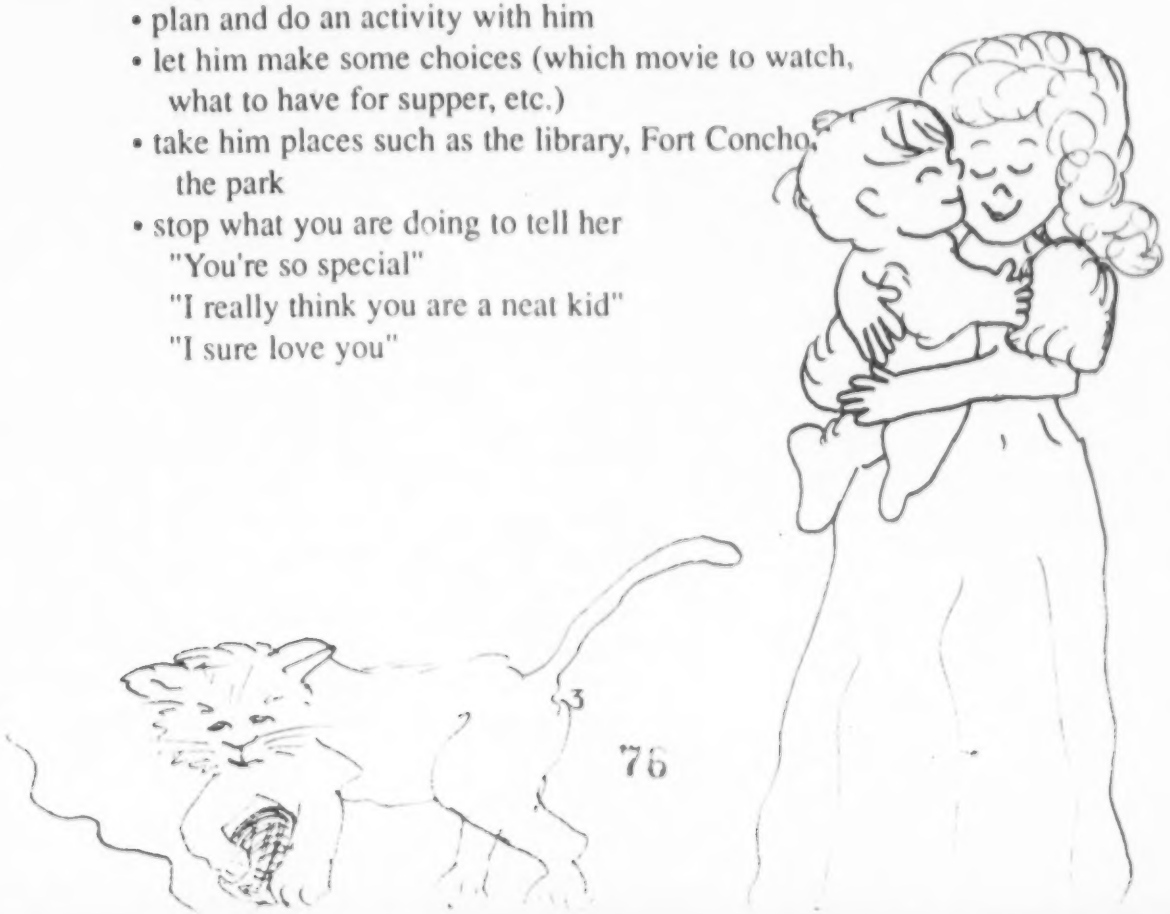
APPENDIX H

LOVING YOUR CHILD

With your student, list 25 ways a parent can express love for a child. Encourage him to try some of these ideas during the next week.

Here are some ideas:

- be willing to stop what you are doing to help a child do something
- tell your child a story
- give lots of hugs
- take home a surprise for him
- listen carefully when she tells you something
- use affectionate nicknames (Sugar Bear, Dumplin', Buckaroo, Pooky, etc.)
- sing a song together
- plan and do an activity with him
- let him make some choices (which movie to watch, what to have for supper, etc.)
- take him places such as the library, Fort Concho, the park
- stop what you are doing to tell her
  "You're so special"
  "I really think you are a neat kid"
  "I sure love you"



THE MYSTERIES OF HARRIS BURDICK

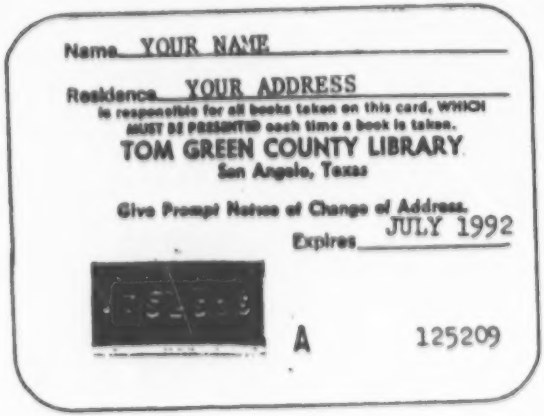
Using the children's picture book THE MYSTERIES OF HARRIS BURDICK by Chris Van Allsburg, have your student look at the illustrations and encourage her to discuss some of the pictures with you. Then have her choose her favorite one and write a story about it. Encourage her to use her imagination. If she cannot write, have her tell you the story so you can record it for her. Have her read her original story to you.

Encourage her to read her story to her child. Also suggest that she check out the book so that she and her child can look at the book together. (This book is available in the Project LiFT area and in the Children's Department.)

WELCOME TO
THE
TOM GREEN COUNTY

LIBRARY

A library card is what you will need . . .


Name YOUR NAME
Residence YOUR ADDRESS
is responsible for all books taken on this card, WHICH
MUST BE PRESENTED each time a book is taken.
TOM GREEN COUNTY LIBRARY
San Angelo, Texas
Give Prompt Notice of Change of Address.
Expires JULY 1992
A
125209

LOOK INSIDE FOR ALL
YOUR LIBRARY HAS TO OFFER

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BOOKS

We have . . .

SCIENCE FICTION

WESTERNS

and MYSTERIES

We have . . .

ARTS & CRAFTS

* knitting
* woodworking
* painting

SPECIAL "HOW-TO" SKILLS:

* plumbing

* electricity

* computers

* baby and child care

We have . . .

BOOKS IN SPANISH!

Tenemos. . .

LIBROS EN ESPAÑOL!

We have . . .

BOOKS ABOUT PEOPLE

* Did you know King Henry VIII had 6 wives?
(But not at the same time!)

PLEASE REMEMBER . . .

1. You may check out as many adult and children books as you want.

2. You can keep the books for three weeks.

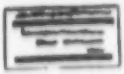
3. If you need to keep them longer, you can call the library, 655-7321, and renew it.

4. You can call to renew your books two times.

5. If you wait until the book is overdue, you won't be able to renew it on the phone.

6. If you can't find a book you want, ask someone at the information desk.

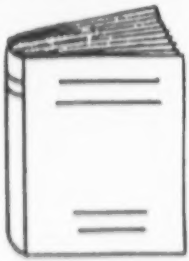
7. If someone else has checked out the book, you can reserve it.

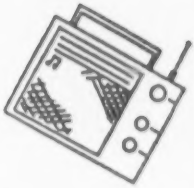


8. If you lose or damage a book, the library will ask you to pay for it.

9. You may return your books either at the front desk in the main library, at the West branch, or at the North branch. All three libraries have a 24-hour book return.

10. If your book is overdue, the library asks that you pay 10 cents per day for each book.





MOVIES, RECORDS, TAPES, MAGAZINES, AND ART PRINTS

We have . . .

*Paintings that you can use to decorate your home

*The latest magazines and newspapers!

*Language tapes and records!

*Children's tapes and records!

*And MOVIES MOVIES MOVIES!

JUST COME IN
AND LOOK AT ALL THAT WE HAVE!

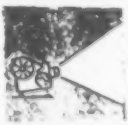
BUT PLEASE REMEMBER . . .

1. You may check out records, tapes, magazines, and pictures from the picture file for 3 weeks. You cannot renew them.

2. You may check out video tapes for two days. You cannot renew them. And you must not put them in the 24-hour book return.

3. You may check out a painting for 6 weeks. You may renew it once.

4. You may even check out the projectors for watching slides or 16 mm. movies.



5. The library asks that you pay a fine if you lose any of these. Also, you will need to pay a fine if your videos are late, or if you put them in the book drop.

INFORMATION

The staff in the library are there to serve you.
You may ask them any number of questions.

What do you want to know?

Call 655-7321 and ask for INFORMATION

Or . . .

Stop by the INFORMATION desk
in the main library.

YOU CAN FIND OUT SO MANY THINGS

FOR EXAMPLE . . .

FOR PHONE NUMBERS:

"My sister lives in Dallas. How can I call her?"

We have telephone books for most major cities in the United States.

PLACES:

"What's the shortest way to Austin?"

"How do I get to Omaha, Nebraska?"

"Where does the Pope live?"

We have atlasses and maps for you to use.

ZIP CODES:

"I have my friend's address, but no zip code!"

You can look it up in the zip code directory.

CHILDREN'S LIBRARY

BRING YOUR CHILDREN TO THE LIBRARY
FOR A FUN TIME!

*See and pet the 8-foot-long DINOSAUR!

*Play with puppets and check them out to take home!

*Work on the computer.

*Listen to songs on the record player or tape recorder!

*Watch a filmstrip!

AND JOIN US FOR STORY HOUR!
Call 655-7321 for days and times
Or . . .
Call DIAL-A-STORY: 655-2366
ANYTIME!

Moms and Dads, ask your child:
"What are you going to do all summer?"
The answer is easy:
"Go to the library and join the summer reading program!"

SPECIALS FOR SENIOR CITIZENS

If you are over 60, ask for a SENIOR CITIZEN CARD!

*You won't have to pay a fine on overdue books.

*But the library asks that you pay a fine if your video is late, or if you put a video in the book drop.

*And the library asks that you pay for lost or damaged books.

ASK ABOUT OUR PROGRAM FOR THOSE WHO CAN'T GET OUT OF THEIR HOMES

AND

ASK ABOUT OUR BOOKMOBILE STOPS!

A special shelf in the library has PUZZLES!

And there are several good books to read on the POT LUCK SHELF!

11

LIBRARY LOCATIONS AND HOURS

CENTRAL LIBRARY
113 WEST BEAUREGARD
655-7321
Monday - Thursday -- 9 to 9
Friday -- 9 to 6 Saturday -- 9 to 5

ANGELO WEST BRANCH LIBRARY
3013 VISTA DEL ARROYO
944-1350
Monday -- Closed
Tuesday - Friday -- 10 to 6 Saturday -- 10 to 5

NORTH ANGELO BRANCH LIBRARY
3001 NORTH CHADBOURNE
653-8412
Monday -- Closed
Tuesday -- 9 to 12 and 1 to 6
Wednesday - Friday -- 12 to 6
Saturday -- 9 to 1

"LET YOUR IMAGINATION TAKE FLIGHT:
READ A BOOK!"

APPENDIX J

BEST COPY AVAILABLE

YOUR TOM GREEN COUNTY LIBRARY

LITERACY SHELF
FAMILY SHELF BOOKS
POT LUCK BOOKS
CHILDREN'S VIDEOS
STORY HOUR TIME
RECORDS
AUDIO CASSETTES
PICTURE BOOKS
MAGAZINES
NEWSPAPERS
FRAMED ART PRINTS
"HOW-TO" VIDEOS
NOVELS
BOOKS! BOOKS!
BOOKS!

LIBRARY LOCATIONS & HOURS

CENTRAL LIBRARY 655-7321
113 West Beauregard
Mon., Tues., Wed., Thurs. 9-9
Fri. 9-6
Sat. 9-5

ANGELO WEST BRANCH 659-6436
3013 Vista Del Arroyo
Tues., Wed., Thurs., Fri. 10-6
Sat. 10-5

NORTH ANGELO BRANCH 653-8412
3001 North Chadbourne
Tues. 9-12; 1-6
Wed., Thurs., Fri. 12-6
Sat. 9-1

TELEPHONE SERVICES

Reference & Information 655-7321
During Library Hours *or your branch library*

Dial-A-Story 655-2366
24 hours a day

DON'T LET YOUR CHILD MISS THESE SPECIAL MOMENTS